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ABSTRACT

This report is the second of a series on cultivating excellence in education for the purpose of training and retraining school leaders of the 1990s. The common role of educational leaders in curriculum and instructional programs is discussed in response to the following question: How can an educational leader make sense out of the many diverse ideas, theories, and strategies that compete for inclusion in curriculum development? The solution to this question rests with the challenge of developing a thoughtful and balanced curriculum that includes a representative portion from each of four interwoven approaches based on Schiro's (1978) Scholar Academic (SA), Child Study (CS), Social Reconstruction (SR) and Social Efficiency (SE) ideologies. The SA ideology's primary goal is to teach the knowledge that has been accumulated by the culture or to enculturate the learners. The CS ideology's primary goal is to tap the individual potential of each learner. Those who follow SR Ideology believe that their primary goal is to empower all learners to transform society. SE ideology concentrates its focus on the teaching skills and knowledge that will be productive in society. (JAM)

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CULTIVATING EXCELLENCE

A Curriculum for Excellence in School Administration

II. Curriculum and Instruction

By

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Curriculum and Instruction

Several years ago, educational reform literature was clearly calling for the school principal and the superintendent to become "Instructional Leaders" and "Curriculum Experts". Our profession was criticized for spending time on trivia and not monitoring the heart of the school.

Certainly all educators would agree that the curriculum (the WHAT of a school) and the instructional program (the HOW of a school) are collectively the central focus of our business. Current research has and continues to produce exciting findings of promising practices that may prove to improve and enhance our WHAT and HOW. The challenge exists as to how educational leaders will use this new information. Will we thoughtfully integrate these new or reshaped strategies and concepts, or will we haphazardly force them into an already crowded and overburdened system?

At the onset of this work, the author acknowledges that this chapter will not be an exhaustive dissertation on Curriculum and Instruction Theory nor a "cookbook" recipe for instituting an efficient and effective quick fix for all school programs. That task will be left for more able researchers and authors, unencumbered by the pressure of implementing these practices in real life.

Rather, this work will be devoted to addressing the challenge identified in our introduction from the

perspective of a practicing educator. Namely, how can educational leaders get a handle on the many varied and complicated directives that compete for inclusion in the Curriculum and Instructional programs of our schools? Every effort will be made to remove the mystery and intrigue that often surround these issues and to develop a common model for processing new information.

There exists a danger in attempting to oversimplify a genuinely complicated topic and in treating such an important issue in isolation from the many varied local, regional, national, and international variables that shape local implementation. However, acknowledging this danger, it is important for us to develop a clear framework for organizing past, current, and future practices to insure that thoughtful program decisions will be made by educational leaders.

An Educational Leader's Responsibility

Primary among the challenges for educational leaders is the need to balance the difficult and varied responsibilities and expectations that are placed on our positions. Each principal or central office administrator is expected to possess knowledge and skills in the areas of finance, communications and community relations, curriculum and instruction, personnel, capital improvements and maintenance, and student services. In addition, educational leaders are expected to display magical, generic leadership abilities involving such skills as planning, communications,

and supervision, that may be applied with equal proficency in all six areas. (This notion is reinforced when the reader considers the number and variety of topics that are included in this overall effort at identifying a curriculum for training school leaders.)

My favorite analogy for describing the role of a leader in education is the image of a masterful juggler who is spinning plates on thin sticks (Illustration No. 1). He/she carefully balances a spinning plate on a stick and periodically applies more spin in order to maintain this apparent magical and precarious balance. As his/her skill improves, the juggler/leader is able to simultaneously spin several plates and even successfully spin plates on top of plates. In real-life an educational leader/juggler must spin a number of "plates" everyday.

Illustration No. 1

Leader/Juggler

Our juggler is not expected to begin spinning twenty plates at once, nor is he/she expected to spin a refrigerator, a toaster, a football, a grapefruit, and an egg simultaneously. Rather, the juggler is first taught the skills of juggling, given time to practice and experiment, and allowed the opportunity to perform his/her art. Unfortunately, the field of educational leadership does not routinely provide sequential training or practice in all areas of responsibility.

In summary, this chapter will attempt to address just one of these plates: namely, Curriculum and Instruction. An attempt will be made to identify and describe the plate itself, and the author will offer a concept of how to choose and arrange items on the plate so that it may spin in balance. To extend the dinner plate analogy further, some ideas will be offered of ways to include items on the plate that will not only allow it to spin in balance, but will also include a healthy, representative choice of "educational nutrition". It is hoped that given this knowledge the reader will begin to spin this plate more confidently and avoid the common "whip-saw" effect that current educational research and societal change have had on the "what" and "how" of schools.

Curriculum

There exist at least three basic views of the curriculum of a school (Schiro,1978 pp.24-26). One is based on the belief that the curriculum is an "object". An object

like a textbook, a curriculum guide, a scope and sequence, a lesson plan, a design of an educational environment, or a box of instructional activity guides.

A second perception is that of curriculum as "Interactions". Such interactions may include all the experiences a student encounters in a school, a series of activities designed to change student behavior, or simply everything that actually occurs during the administration, planning, teaching and learning in a school. This view often is artificially separated and treated alone as the instructional program.

The third view sees curriculum as an "Intent": intents that may be stated in the desired outcomes and results of a school, the goals and objectives that an educational system hopes its learners will achieve, or the design of a future educational program. This item is also often separated and treated as the philosophy or goals and objectives of a school.

Educational practitioners have experienced these varied and sometimes conflicting views of curriculum in the operation of schools. Usually these views are not seen as discrete philosophies but rather as shifting points of emphasis as professionals struggle to improve the performance of educational programs. For the purposes of this chapter, curriculum will be interpreted as the "WHAT" of a school and will include all three views noted above.

Instruction

As previously identified, the instructional program is closely related and aligned to the curriculum of a school. Yet, the instructional techniques and strategies used by teachers (the HOW) to deliver the "what" of a school are often varied and sometimes compete. Perhaps we may gain some insight into this conflict if we consider the difficult task of teaching from two practitioners' points of view.

It is not uncommon for a practicing educator to assume the almost exclusive use of one particular technique (e.g. a traditional lecture method) and attempt to apply it with equal success in teaching very different content and students. The reasons for this practice are varied, but undoubtedly have some relationship to the individual's prior professional training and the personal experiences of the teacher as a student.

On the other hand, an educator who may be frustrated by a lack of success, in need of staff development credits or simply tired of using a longstanding practice, may attend a high powered training session or course that features a new and improved technique. He/she may be very impressed by this new approach and see great promise for improving his/her own performance and that of his/her colleagues. Upon returning he/she expects a wholesale adoption of this new practice and becomes intolerant of his/her "stagnant" colleagues and impatient with his/her administrator. As a result, a certain measure of professional disagreement ensues causing conflict

among colleagues and shifting learning environments for students. This fictitious situation may be all too common in school systems.

Joyce and Weil (1980), in Models of Teaching discuss this phenomena and call it the "One Right Way Fallacy".

> As in the case of art, good teaching is something many people feel they can recognize on sight, although most of us have difficulty expressing a reasoned basis for our judgments. Hence, implicit in many discussions about teaching is the notion that one certain kind of teaching is really better than the other kinds..... the evidence to date gives little encouragement to those who would hope that we have identified a single, reliable, multipurpose teaching strategy as the best approach. (pp.7-8)

The notion of masterfully using a variety of techniques in instruction has been increasing in support and advocacy by educational researchers during the 1980,s. Augmented by the research on learning styles [eg. Dunn, Beaudry, Klavas (1989), Gregorc (1982 and 1985) to name only two], researchers have developed overlay models that integrate the use of a variety of traditional and adapted strategies into an overall "tool bag" for teachers. [eg. Strong, Silver, and Hanson (1986)]. Given this information, educational leaders are still faced with the challenge of integrating this new view of the "HOW" into the "WHAT" of our public schools.

A Case Study

For the purposes of illustration, consider a mini-case study: one concerning a new superintendent's (Dr. Mary Know's) efforts at beginning to understand and juggle the

"Curriculum and Instruction" plate in a fictitious school district. Dr. Know has been given a two week period of time to evaluate the present condition of the district's curriculum and instructional program and to develop a position paper that descibes its strengths and weaknesses.

She begins her task by reading the approved school district and individual schools' philosophies, reviewing the adopted written curricula and skimming the textbooks in use in the basic topic areas. In addition, she spends a day in each school: observing classes, discussing programs and strategies with teachers and administrators, and reviewing activity logs (trips, extra-curricular offerings, etc.). As a result of these experiences she is left feeling a bit confused and still full of questions.

Dr. Know has observed that the programs lack coordination; and in fact, the actual practiced curriculum is very different from the approved written curriculum. In addition, she experienced serious disagreements among school staff members as to the most appropriate philosophy to guide the development of the "What" of the school system and sometimes very heated debate about the most effective methods or strategies (the "How") for delivering the "What". She has scheduled a meeting with her predecessor, Dr. Harry Jones, in order to secure some answers.

Dr. Jones, an amiable and well respected administrator, is retiring after spending thirty-five years in public education, with the last ten years at the helm of the

fictitious school district. After exchanging pleasantries and congratulations on career changes, the two educators begin their discussion.

Dr. Know: Harry, thank you for taking the time to speak with me today. I know that you must be eager to get to your camp.

Dr. Jones: I am, Mary. However, I am also committed to assist this district in its efforts to improve. How can I help ?

(Mary articulates the results of her mini-evaluation and asks for any insight that Dr. Jones may wish to share.)

Dr. Jones: Mary, I agree in large measure with your assessment. During the last few years we have made some progress in developing written curricula and in bringing in major speakers attempting to build a common vision of our school program. We have even initiated some attempts at analyzing the curriculum (English, 1983), and we worked through the accreditation process (NEASC, 1989) for all grade levels. However, we still have a long way to go.

Dr. Know: I agree that this district has put forth a great deal of effort and is well ahead of many districts in defining a common "What". What do you see as the major obstacles to further development in this area ?

Dr. Jones: Good question....I wish I knew an easy answer. As you know, during the last few years there has been a plethora of research and public scrutiny of education. Each view offering its own solution(s) to our problems and each calling for emphasis in different and often conflicting areas. For example, beginning with the reports, "A Nation At Risk" (1983) and "Action For Excellence" (1983) and continuing through works like Adler's Paidea Program (1984), Sizer's Horace's Compromise(1984), Goodlad's A Place Called School(1984), Hirch's Cultural Literacy (1987), and A Time For Results - The Governors' 1991 Report on Education (1986), to only mention a few, the field of education has been subjected to competing prescriptive advice.

Dr. Know: That explains a lot to me about the apparent lack of consensus about the values and offerings of the system. Can you give me some insight about the obvious differences in basic beliefs about the best strategies to deliver the curriculum? I noticed a great deal of heated debate.

Dr. Jones: Another good question, Mary. However, just like the area of curriculum, the field of instructional theory has and continues to undergo tremendous changes. As an example, we can look at any stack of journals over the last year and see a variety of different strategies offered as the best or most appropriate one for use with our students. Some are relatively new, others are revised versions of more traditional models, and still more are "meta-models" that

join a number of accepted strategies into a required tool bag for teachers.

Mary, our district has encouraged our staff members to attend workshops and take courses in an effort to improve our program. Yet, I wonder sometimes if we have brought too much diversity into our instructional program because I too have seen this "heated debate" of which you speak.

Dr. Know: Harry, I understand. It has been a most prolific time for educational "reform" and please understand that I am not being critical of your work or of the school's response.

Dr. Jones: I know that, Mary. However our understanding of what happened does not make your task any less difficult.

Dr. Know: I agree. Do you have any parting words of advice ?

Dr. Jones: I wish I did, Mary. I guess all I can say is that it would help if you could find a model that would assist the staff and our publics in understanding and categorizing these various views. In the final analysis, it appears clear to me that a school system must build a balanced approach in developing both its "What" and "How". Perhaps by selecting the best features of a variety of perspectives, you will be successful in beginning to build a common vision.

A Model

Each reader will have to judge for him or herself the plausibility of the conditions described in our case study and any possible similarity that may exist between our fictitious district and his/her own. It has been this author's experience, that to a large degree, Dr. Know's challenge is shared by many educational leaders. Namely, how can an educational leader make sense out of the many diverse ideas, theories, and strategies that compete for inclusion on the curriculum and instruction plate ?

As identified in the introduction to this chapter, the purpose is not to prescribe one solution, nor to provide an exhaustive dissertation or to create another new model that would compete for your attention. Rather, the goal is to suggest a way of categorizing, understanding, and choosing among existing and future models.

The following ideas are suggested to the reader as a starting point for developing a workable solution to this question and are based in large measure on the concepts offered by Michael Schiro in his work Curriculum For Better Schools (1978) and Joyce and Weil's Models of Teaching(1980). These works are different in their focus, with one centering on describing the world of competing curriculum ideologies and the other focusing on the variety of existing instructional methods. Yet, both works are similar in their efforts to offer four broad categories by which the reader may organize ideas or theories and in

concluding that a quality classroom or school system must offer a balanced curriculum and instructional program.

Curriculum (A way of organizing the whole What)

Schiro (1978), identifies his assessment of the condition of curriculum development by writing,

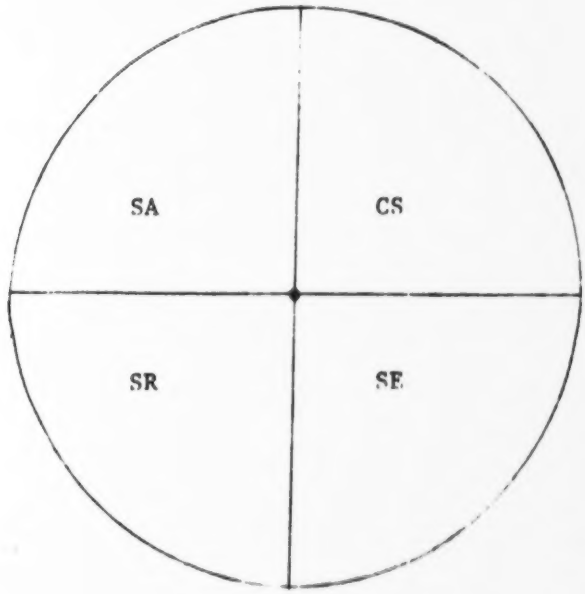
> "The field of curriculum is in disarray. This disarray is evident in the inability of curriculum workers to deal effectively with the diversity that exists among themselves as professionals involved in understanding, maintaining and improving the curriculum of educational institutions." (p.3)

Schiro states that the purposes of his text are the following: to create an overview of the range of ideologies, to provide insight into their differences and to begin to establish a common language in the field of curriculum. The reader is referred to Schiro's (1978) complete text for a full discussion of the topic. In view of the rapid developments in school reform during the 1980's, it appears that this disarray has been increased by the plethora of new prescriptions for curriculum improvement. For the purposes of this chapter, this author will attempt to briefly review the four major categories of ideology and discuss certain applications to public schools as they attempt to integrate these prescriptions.

Illustration No. 2 graphically displays a relationship among the four different curriculum ideologies identified by Schiro (1978). The Scholar Academic (SA), Child Study (CS), Social Reconstruction (SR) and Social Efficiency (SE)

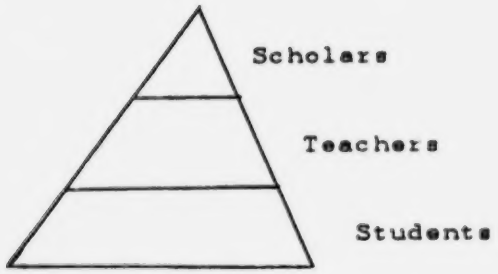
ideologies represent four fundamentally different views of the "What" of a school.

Illustration No.2



Each of these views differs in its belief about the purposes of education, the role of a teacher in the educational process, and how learning occurs. In addition, each view is further distinguished when the reader considers their at times contradictory definitions for the terms: knowledge, childhood and evaluation. As with many areas of professional disagreement, each of these views has a number of notable proponents whose research and writing assist in supporting and extending its beliefs. Appendix A includes a summary outline created by the author to assist the reader in distinguishing the four ideologies. In the following section we will attempt to briefly define the four ideologies and offer a basis for the reader to understand and categorize diverse views of curriculum.

Scholar Academic Ideology



The Scholar Academic Ideology's primary goal is to teach the knowledge that has been accumulated by the culture or to enculturate the learners. The pyramid symbol describes the basic belief that a learner enters the school at a low level (with a blank slate) and ascends through higher levels of scholarship as he/she attains more knowledge. To an SA, knowledge exists outside of the individual, is structured and may include facts, concepts, and ideas; as well as, structured ways of thinking (eg. scientific investigation techniques).

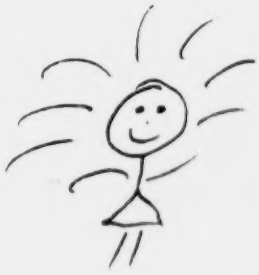
The role of a SA teacher is one of transmitting knowledge to students in the most efficient fashion; which, in practice, usually occurs through the use of the lecture method. Teachers or evolving scholars value extensive knowledge in their content areas and strive to demonstrate and certify their scholarship through receiving advanced degrees.

Learners are viewed as potential scholars who are beginning the road to true scholarship, and childhood is seen clearly as a time for structured intellectual development. As a result, the SA values standardized

assessments of student achievement so that he/she may rank order learners as to the amount of knowledge each has accumulated.

As with each of the four ideologies, a number of well known and published proponents exist; as well as, an untold number of practitioners and laypeople whose beliefs are aligned with one or another ideology. As examples of Scholar Academic researchers or authors, the reader is referred to the works of Mortimer Adler (1984), E.D.Hirch (1987), and William Bennet (1986).

Child Study Ideology



The Child Study Ideology's primary goal is to unlock the individual potential of each learner. As a result, knowledge is a relative term and does not exist independent of an individual. Rather, the CS educator is committed to concepts like self-esteem, self-confidence, and individualized educational programs. Since his/her goal is to develop a whole individual, classrooms are often open, learning environments that encourage students to investigate a wide variety of activities at their own pace.

The CS teacher is viewed as a facilitator of learning, one who counsels an individual learner through the learning process primarily through creative self-expression. The teacher concentrates on developing his/her communication and

guidance skills and realizes that only true learning occurs when it is meaningful to an individual.

Learners are viewed as basically full of unique goodness, personal insight, and untold potential. As a result, evaluation is seen as an entirely personal measure of an individual's performance versus his/her own potential and plan of instruction. The most common form of evaluation is given by the facilitator to the learner in the form of individual feedback.

Proponents of the Child Study Ideology may be found among the many supporters of "Readiness" programs in New Hampshire. In addition, David Elkind's Hurried Child(1981) identifies some of these basic beliefs, as well as, a wide variety of researchers supporting the "Open Concept" form of education. It is interesting to note the emergence of CS beliefs, as educators throughout the nation attempt to deal with the critical issues of teen suicide, increasing substance abuse, and our alarming dropout rate.

Social Reconstruction Ideology

Social Reconstructionists believe that their primary goal is to empower all learners to transform society. Unlike the SA's who see knowledge as external and universal and CS's who see knowledge as personal, the SR's see knowledge as abilities and skills. An SR would say "What good is

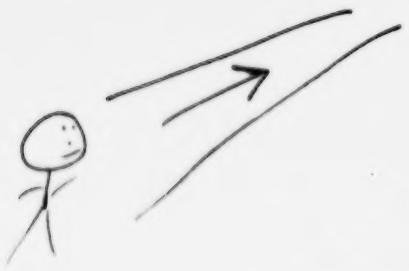
knowledge if the learner is unable to apply it in the real world?". Curriculum developed by an SR emphasizes democratic values and the skills necessary to function successfully in society.

As a result, the SR teacher plays the role of a coach or guide of student learning. In this role the teacher plans and conducts projects and experiences that allow learners to see the relationship between learning and its application in the world. Activities often center on group projects that require students to learn how to confront problems and cooperatively develop workable solutions.

The SR teacher practices his/her skills in facilitating group activities and concentrates on developing challenging learning experiences. Childhood is seen as a time for socialization and a gradual transition to the real world. Since the curriculum focuses on application of learning, evaluation becomes a subjective method of providing group and individual feedback.

Proponents of the Social Reconstruction Ideology may be found among the advocates of "Experiential Education" and those calling for a renewed emphasis on cooperative education techniques. Traditional advocates like John Dewey (1916) and Herbert Thelan(1960) have long sided with the sentiments expressed by George Counts (1927) in asking, "Dare the Schools Create a New Social Order".

Social Efficiency Ideology



The Social Efficiency Ideology concentrates its focus on the teaching of skills and knowledge that will be productive in society. The symbol shown above denotes a learner moving along a learning continuum. The continuum includes all the necessary skills organized into efficient and sequential steps that will produce a desired product. The product is defined as an educated individual who is well prepared to assume his/her place in society as a productive member.

The research basis of this ideology is grounded in the behavioral sciences, with its learning theory grounded on the precepts of stimulus-response research. Knowledge is viewed by the SE as a practical and predictable s t of skills, abilities and items necessary for an individual to possess in order to become productive. Given a thoughtfully designed curriculum, an SE teacher would become a technician who implements the prescribed instruction.

Examples of SE curriculum may be seen in most developmental reading programs where teachers' guides are complete with clear learning objectives, pre and post tests, instructional activities, and even reteaching/enrichment activities. In an SE program, evaluation methods are used to report each student's progress along the learning continuum

and usually take the form of criterion referenced instruments.

Traditional proponents of the SE model include Skinner(1953), and Gagne(1965) and many of the current researchers supporting "Mastery Learning" and "Outcome Based Education" programs.

Where Do We Go From Here ?

Each of the four ideologies possesses strengths and a wide variety of formidable research that support its almost exclusive use by a school. In addition, it is interesting to note that in the recent barrage of reports calling for reforms in public education, one can find at least one report or book that is written from each of the four ideological perspectives. Given a definition of four apparently competing views of the "WHAT" of a school, the educational leader is still left with a large question: Which one is the best for my school?

As with most any actions, people or theories that have demonstrated strengths, in turn also possess weaknesses. The weaknesses of each of the four ideologies are in some cases clear but in most instances depend on the ideology of the critic. For example, a CS might be very critical of an SA's heavy reliance on standardized testing and propensity to rank order students by how much knowledge they can regurgitate. Whereas, the SA may well be intolerant of the CS's nurturant attitude towards learners, apparent lack of rigor, and disregard for cultural literacy. An SE may be

quite critical of the SR's long, involved projects that lack clear objectives and identified student achievement gains, and apparenty waste time. On the other hand, an SR may be quite intolerant of the SE's cold, objective, and methodical efforts at moving students along a prescribed continuum.

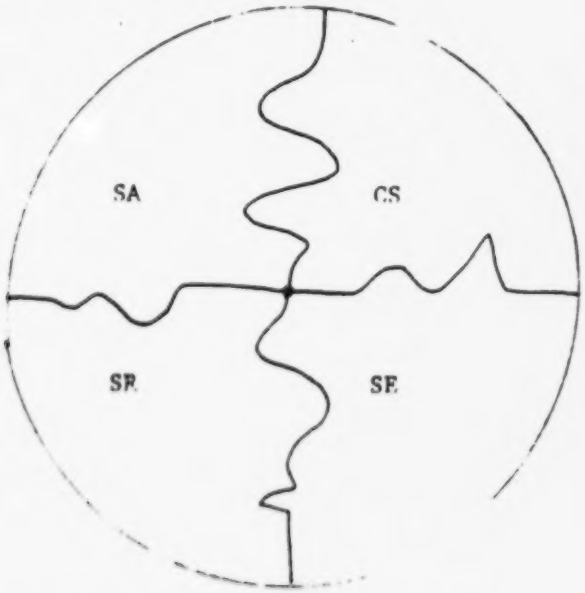
This author has given a number of presentations of this model to educators throughout New England. Although certain grade levels often identify with particular ideologies; by and large most school staffs include a representative sample from each perspective. Given this awareness, should we be surprised to see the "heated" debate among our staff members as they attempt to design a new report card, discuss the appropriate role of special education, or discuss the evaluation criteria that should be used for teachers?

From a practicing educator's perspective, it is easy to find ingredients of each of the four ideologies in most public school systems. A problem exists however, in that members of the school community do not understand the differences that exist; and as a result, they become intolerant of their colleagues. Since research is available to identify the existence of successful schools and programs that represent each ideology, it is clear that no one ideology is best. Yet, given an analysis of the apparent weaknesses of each, no one is perfect. Therefore, it is appropriate that each school community review the strengths and weaknesses of each ideology and develop its own unique combination model.

Conclusion - An Action Plan

Earlier in this chapter the following question was posed. How can an educational leader make sense out of the many diverse ideas, theories, and strategies that compete for inclusion on the curriculum and instruction plate ?

Illustration No. 3

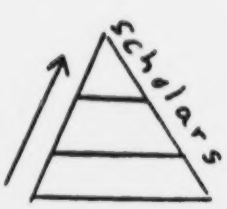
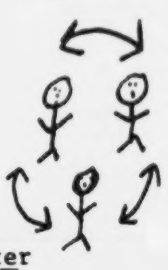


It appears that the best solution to our question may rest with the challenge of developing a thoughtful and balanced curriculum that includes a representative portion from each of the four ideologies. (See Illustration No. 3). A combination that is carefully chosen to include aspects that will, by their presence, counterbalance any weakness that may be inherent in the inclusion of another portion. In addition, a subtle but powerful part of our solution rests with the educational leader's ability to create a high level of awareness and understanding among all members of the school community. A consciousness that will allow members of

the school community to see the differences in definitions of the "WHAT" that presently exist in schools.

It is this author's belief that only then will members of a school community understand their disagreements and from that level of awareness build a truly coordinated curriculum. Only then will a school be able to visualize a "new" model, idea or method; identify it; and consciously choose to integrate it into its program. Given these conditions, educators will spin the curriculum and instruction plate more confidently and effectively.

Dr. Mark V. Joyce
May, 1989

	SCHOLAR/ACADEMIC	CHILD STUDY	SOCIAL RECONSTRUCTION	SOCIAL EFFICIENCY
PURPOSE OF CURRICULUM:	teach knowledge of the culture to "enculturate"	to develop human individual potential	to empower students	to teach marketable skills
ROLE OF TEACHER:	transmit facts/ knowledge	facilitate learning	to guide students	provide technical tutelage
HOW LEARNING OCCURS:	things are handed down as givens (accumulated by the culture)	through creative self-expression	through conflict resolution	through S-R
SLOGAN:	understand one's culture	natural unfoldment	reconstruct society	possess needed skills
KNOWLEDGE:	structured	personal	socially ideal	practical
CHILDHOOD:	intellectual development	naturally playful	socialization	to prepar for a productiv life
FREEDOM:	for understanding	develop autonomy	problem-solving	to give back to society
EVALUATION:	quantitative/ rank order	individual feedback	subjective/ criterion-based	objective sequenti (continuu
PROPONENTS:	M. Adler, Bennet, Hirsch, Bloom	Gesell, Elkind, Ginott, Piaget	Dewey, Sizer, Giroux, Glasser Dreikurs, Kohlberg	Skinner Gagne
INSTRUCTION MODELS:	lecture, teacher-centered	discovery, student-centered, individual	simulation, critical thinking, cooperative learning	mastery/ outcome-based, back-to-basics
SYMBOLS:				

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